

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

When viewed from its function, English is a language that needs to be learned, particularly in these modern times like this one. Proficiency in a language encompasses a range of competencies, such as speaking, listening, reading, and writing. Writing is important not only for an educated society that the Alquran wants to build, but also for creating culture, generating new knowledge, and ultimately building an advanced dynamic civilization. Writing is a basic tool that God has taught us to communicate (Q.S. al-Rahman [55]: 4) and instill critical thinking in humans. Nabi Muhammad himself emphasized the importance of writing something. He followed the advice given Alquran (Q.S. al-Baqarah [2]: 282) to put everything in writing: *“Hendaklah seorang penulis di antara kamu menuliskannya.”*

Based on observations conducted in September 2022, the researcher discovered that writing instruction at SMAN 4

Bengkulu Utara is a component of the English course, which strives to improve students' abilities to effectively convey ideas and feelings through written media. When it comes to writing, students must be able to express themselves clearly and concisely, using proper grammar, appropriate language, well-constructed sentences, and well-organized paragraphs. In this instance, SMAN 4 Bengkulu Utara students are expected to be proficient in written language communication, and this proficiency must develop during their time in college.

Students benefit much from being able to write well because it enables them to express their ideas and emotions through written expression. Through writing, students can express their ideas, thoughts, feelings, opinions, and experiences. Through writing, they was be able to convey their ideas, feelings, attitudes, and more. By engaging in this hobby, they communicate their thoughts without using words. Students can conserve and increase their vocabulary

through writing, but most significantly, writing develops critical thinking abilities.

Five components of writing a descriptive paragraph were measured in the study. Language, mechanics, vocabulary, organization, and content. Students were asked to produce the text for this study. Peer correction was employed by the researcher as a correction strategy when teaching descriptive paragraphs to assist the students write better. Peer correction was employed by the researcher as a teaching strategy to improve students' writing.

The peer correction technique is chosen for a number of reasons. First, one promising way to benefit from it could be to learn how to be more active. Students should be encouraged to read along and offer recommendations and comments. Second, a large pool of other students' responses and opinions is available to pupils. They not only offer feedback and edit their friends' writing, but they also do the same for themselves. Third, the process approach includes

peer correction as a crucial component. Teach students to write because it will enable them to identify where they are in their learning process and what they need to do to get better at it. Lastly, one useful strategy for encouraging pupils to do this is peer correction. Writing critical thinking abilities and the ability to evaluate teachers' corrections are prerequisites. Of Put another way, peer correction enables students to maximize their efforts because it raises the cost and effectiveness of writing.

The current body of research on peer-correction is somewhat intriguing. Research on the application of peer correction to raise students' accuracy in composing descriptive texts was done by (Sinaga.2013). They came to the conclusion that students' accuracy in producing descriptive text can be enhanced by peer correction. They came to the further conclusion that peer correction could raise students' writing correctness in all areas, particularly spelling and grammar. This indicates that peer correction is

useful for enhancing students' descriptive text writing, particularly for assisting students in making fewer errors.

So based on the explanation above, the researcher was made a study entitled The impact of peer correction in students writing skills through a descriptive paragraph (a quasi experimental on grade eight smpn 16 bengkulu city).

#### **B. Identification of the Problem**

Many students do experiencing difficulties in learning to write, students' writing abilities still relatively low, especially in learning to write descriptive paragraphs

#### **C. Limitation of the Problem**

Research it carried out by students of SMAN 4 Bengkulu Utara. The sample for this research is two classes, control class and experimental class. The correction focuses on their content, grammar, organization, vocabulary and mechanics.

#### **D. Research Question**

This research is expected to answer questions that will be examined by researcher. The questions raised in this

research is : Is there a significant difference in writing ability descriptive paragraph between the students who were taught using peer correction and that of those who were not of class XI Mipa 1 and Mipa 2 SMAN 04 Bengkulu Utara in writing descriptive paragraphs?

#### **E. Objective of the Research**

Based on the issues raised above, the research objectives are as follows:

To saw students' ability in writing descriptive paragraphs.

#### **F. Significance of the Research**

Because of this, the researcher thinks that the findings of this study will have theoretical and practical significance:

##### **1. Students**

The investigator anticipates that by using both methods. Students will learn to identify their own errors and either fix them on their own or discuss them with their peers. It will assist students' in avoiding making the same errors in their subsequent writing assignments. It will

help students to not repeating the same mistakes on their next writing activities.

## 2. Teacher

The goal of the study, according to the researcher, is to help other teachers implement the peer-correction technique. Therefore, in order to reduce students' writing errors, teachers can enhance their English instruction and learning, particularly in writing.

## 3. Other Researchers.

Future scholars can use this work as a reference, as a starting point for additional research, or as an input to explore other topics related to language teaching. They will be able to identify more research topics by reading this study, demonstrating the ongoing nature of the investigation.

## **G. Definition of Key Terms**

Definition of Key are defined so that readers of the compilation won't misunderstand one another while reading this document. The researcher aims to give an operational definition of the subject in this section so that readers will have a clear knowledge of the study issue, specifically:

## 1. Peer Correction Technique

Peer-correction strategies assist students in overcoming obstacles encountered during the writing process. When it comes to peer correction, collaborative work gives students the opportunity to grow from their errors and both rectify and receive correction from their peers. Peer-correction provides numerous avenues for enhancing pupils' writing proficiency. Students provide and receive peer comments on their writing as part of this correction strategy.

The peer-correction technique is a technique that is able to involve students actively, both physically and emotionally because students are involved in correcting their friends' writing carefully and thoroughly. In addition, this technique is also able to foster mutual trust between friends and students' self-confidence to correct language errors in their friends' writing, as well as provide awareness to students to learn to introspect themselves



and their writing results through suggestions for improvements given by their friends.

## **2. Descriptive Paragraphs**

Descriptive is a concrete description of an object that can be reached by the five senses, such as sight, hearing, smell, taste, and touch. Through the five senses one can describe objects or things in detail. Description demands a picture that fits the object. Description requires the accuracy of the object being described, such as its location, color, and shape (Finoza, 2005; Dalman, 2018; Keraf, 2020). This writing strategy uses an approach called the realistic approach which requires the writer to describe the objects written objectively (Keraf, 2020).